

GLF Schools - Person Specification

| Job Title: Nursery Practitioner (Level 2) | | |
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| | Essential | Desirable |
| Education and Training | | |
| Completion of a Level 2 childcare qualification or working towards | √ | |
| Up to date safeguarding training | √ | |
| Basic food hygiene certificate | | √ |
| Completion of a Level 3 childcare qualification or working towards | | √ |
| First aid certificate | | √ |
| Commitment to gain GCSE L2 or above in Maths and English* | √ | |
| GCSE grade 'C' or above in Maths and English* or working towards | √ | |
| Knowledge and Skills | | |
| Good understanding of the importance of safeguarding and promoting the welfare of children | √ | |
| Knowledge of Early Years Foundation Stage | √ | |
| Knowledge of health and safety procedures | √ | |
| Knowledge, understanding and commitment to equal opportunities | √ | |
| Clear understanding of Early Years Foundation Stage | √ | |
| Good understanding and knowledge of child development | √ | |
| Knowledge of keyworker systems and record keeping | √ | |
| Personal Attributes | | |
| An effective communicator | √ | |
| Ability to remain professional and maintain confidentiality at all times | √ | |
| Good time management | √ | |
| Trustworthy and approachable | √ | |
| Passionate about positively changing the lives of children | √ | |
| The ability to form and maintain appropriate relationships and personal boundaries with children and young people in line with the GLF Safeguarding and Child Protection Policy and the GLF Staff Code of Conduct | √ | |
| Safeguarding | | |
| GLF Schools is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment. The successful candidate will have to meet the person specification and will be required to apply for a DBS disclosure. We particularly welcome applicants from under- represented groups including those based on ethnicity, gender, transgender, age, disability, sexual orientation or religion. | | |